DOCUMENT RESUME

ED 306 509 CG 021 642

AUTHOR Harrington, Thomas F.; Harrington, Joan C.
TITLE Value Choices--Similar or Different.
PUB DATE 16 Mar 89
NOTE 16p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989). Document contains light type.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Age Differences; Career Choice; College Freshmen; *Cross Cultural Studies; Decision Making; *Employee Attitudes; Employment Level; Higher Education; *Individual Differences; Secondary Education; Secondary School Students; Sex Differences; *Student Attitudes; Two Year Colleges; Two Year College Students; *Values; *Work Attitudes
IDENTIFIERS Australia; Canada; Puerto Rico; United States

ABSTRACT

Values are important in understanding what a person wants from life, from work, and from the various roles that one plays in life. This study examined the most and least popular values chosen by diverse groups of people: 9,650 U.S. students in grades 7 through 12; 2,925 U.S. college freshmen; 571 Spanish-speaking Americans from Massachusetts and Puerto Rico; 2,113 Canadian school and community college students; and an Australian sample consisting of 2,157 secondary school students, 835 college and postsecondary school students, and 777 adult employees of 25 international companies. All subjects were administered the Harrington-O'Shea Career Decision-Making (CDM) System. Subjects selected from 14 values the four they considered most important to them. The findings suggest that there is some commonality across cultures in value preference. Individual variation in the selection of values appeared to occur after satisfying basic survival needs; these are reflected in the values of good salary and job security. Few gender differences were found, while there were definite differences noted between adults and younger subjects in their prioritizing of work values. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Paper presented at the American Association For Counseling and Development
March 16, 1989

VALUE CHOICES - SIMILAR OR DIFFERENT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Thomas F. Harrington Joan C. Harrington
Northeastern University
Boston, MA 02115

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Thomas F. Harrington
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED306509

Values are important in understanding what a person wants from life, from work, and from the various roles that one plays in life. Super and Nevill (1986) stated that few authors have attempted to define what constitutes a value. These authors wrote that "Values are objectives that one seeks to attain to satisfy a need. (and that) Interests are the specific activities and objects through which values can be attained and needs met." Many of us relate to Maslow's hierarchial perspective of first needing to satisfy basic survival needs, physiological and safety, before we can attempt to satisfy our need for love and belonging. Values, then, may be viewed as manifesting the needs reflective of one's current state of development.

This paper will examine the most and least popular values chosen by diverse groups of people. Differential value preferences are presented according to sex, maturational level, and of employment status, that is, students versus employed workers. Endorsement rates of values in large cross-cultural samples, for example, the United States including English- and Spanish-speaking, Canada, and Australia are also included for comparative purposes. One objective of this study is to identify the career implications of this data for counselors.

CG 021642

The values discussed are those included in the Harrington-O'Shea Career Decision-Making System (1986). The CDM selected 14 values representative of different theorists' postulations; Zytowski (1970) was especially helpful in this review of theorists.

The Values section of the CDM does not constitute a psychometric scale. Its purpose is to introduce clients to the concept of values by asking them to select from 14 values the four they consider most important to them. People are not asked to rank order their preferences. Each value is defined with readability and clarity as primary objectives. Value inventories that are built using scaling techniques might produce a different set of results than the following data, which are based on individual self-reports.

BEST COPY AVAILABLE

The data presented were collected at different times. The United States (U.S.) sample was collected in 1981 from 9,650 students in grades 7 through 12. The sample is a statistically stratified sample of all U.S. school districts by enrollment and socio-economic status. The 2,925 college freshmen sample was stratified by type of institution and geographic location to be representative of all U.S. college students (Harrington & O'Shea, 1982). The Spanish-speaking American sample of 571 was collected in 1989 and was drawn from Puerto Rico and Massachusetts. It is not a representative sample of all Spanish-speaking Americans. The Canadian sample consists of 2,113 students administered the CDM in 1983 and 1984. The data were collected in 24 schools and two community colleges in six provinces: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, and Ontario. While not representative, the resulting sample did reach a wide range of Canadian youth. The Australian sample was collected in 1987. The CDM was administered nationally to 2,157 year levels 7 through 12 (high school); 835 post-secondary students in 22 colleges of advanced education, universities, colleges of further and technical education, and 777 adults employed in 25 international companies and large organizations. The Australian school sample approximated the percentages enrolled in each state nationally.

Author's Suggested Format For Paper Delivery:

Ask the audience to do the following while showing the list of 14 values:

1. Using your personal opinion, pick the four most popular values that school students possess by placing a plus sign (+) in front of the four values.
2. Using your personal opinion, pick the four least popular values that school students possess by placing a negative sign (-) in front of the four values.
3. Indicate the value(s) where, in your opinion, a gender difference will occur by placing a M/F in front of the value(s).
4. Indicate the value(s) where, in your opinion, a cultural difference will occur by placing a C in front of the value(s).

(Table 1 goes about here)

Even in diverse samples around the world, a commonality of the popularity of preferences of values occurred. In spite of this commonality, some different endorsement rates did occur. Differences for these grades 7 through 12 students might be influenced by external national educational policies. For example, in Australia many students are highly motivated to achieve in high school because entrance into higher education is restricted to the most talented and those who have received the highest grades in high school. This could explain the Australians' higher relative ranking in high achievement and working with mind.

Differences in value preferences among cultural groups and countries are reported in Nevill and Super (1986). These studies have used value inventories and norms which might accentuate the differences between the endorsement rates of values.

(Tables 2-5 go about here)

Analysis by gender and age shows more differences and variability than the other analyses, a finding similar to other studies. The popularity of values by sex is reported for the four samples in Tables 2 through 5. Most notable is the different ordering of working with hands and working with people, except for the Australian sample.

(Table 6 goes about here)

Little variability exists among the endorsement rates of values for three different educational levels. Working with one's mind and leadership are among the values not chosen very frequently among grades 7 through 12 students. The rank ordered position of working with hands may be higher than some people might suspect.

(Table 7 goes about here)

Age, or at least one's employment status, appears to have a bearing on the values one selects. Table 7 is the only instance in this study which shows the basic needs or materialistic values not being ranked among the most frequently selected. Adult employed workers place more value on high achievement and variety-diversion. Also university and college students at this stage of their development felt more secure in that they ranked job security lower.

(Table 8 goes about here)

The purpose of Table 8 is to raise the question: "How do you validate work values?" The first example is a group of students in training to be artisans. Do the values of working with your hands, creativity, variety-diversion, and independence make sense when you think about the work that a silversmith/jeweller does? Do complementary data such as self-perceived abilities, best liked subjects, and interests reinforce the values? Regarding the flight attendants, my hope is that they enjoy people; my observation is that they do assert leadership; my image is that travelling involves variety and diversion; and what these flight attendants convey to me is that they are smart and dislike very much the perception of being only coffee servers.

Conclusion:

If one accepts that values reflect individual needs, this self-reported data suggest there is some commonality across cultures. Individual variation in the selection of values occur after satisfying basic survival needs that are common regardless of gender or culture; these are reflected in the values of good salary and job security. While two values in several of the samples, working with people and working with hands, did reflect a gender difference, a great deal of the same popularity of values occurs between the sexes. Differences definitely were noted between adults and younger individuals in their prioritizing of work values. This data may prove useful in counseling to reduce social stereotype and bias in multi-cultural societies. Values appear to be fairly standard and stable throughout the U.S. and the English-speaking countries in this study.

A multi-dimensional approach of external criteria validation of self-reports of values using related data can be helpful in showing the distinctive contribution which values make in a person's career planning. However, counselors should keep in mind that values are highly personal. People will continue to satisfy different needs while performing the same job despite the fact that certain values are commonly associated with particular job clusters.

BIBLIOGRAPHY

Harrington, T. F., & O'Shea, A. J. The Harrington-O'Shea System for Career Decision-Making. Circle Pines, MN: American Guidance Service, 1988.

Harrington, T. F., & O'Shea, A. J. The Harrington-O'Shea System for Career Decision-Making manual. Circle Pines, MN: American Guidance Service, 1982.

Nevill, D. D., & Super, D. E. The Values Scale. Theory, Application, and Research manual (research edition). Palo Alto: Consulting Psychologists Press, 1986.

Zytowski, D. G. Psychological influences on vocational development. Boston: Houghton Mifflin, 1970.

Table 1

Most To Least Popular Values of School Students

U.S. (N=9,650)	U.S. Spanish (N=571)	Canada (N=2,113)	Australia (N=2,157)
good salary	good salary	good salary	good salary
job security	job security	job security	job security
variety-diversion	prestige	variety-diversion	variety-diversion
working with people	working with people	working with people	high achievement
high achievement	variety-diversion	high achievement	working with people
independence	high achievement	independence	creativity
working with hands	creativity	creativity	independence
prestige	independence	prestige	working with mind
creativity	leadership	working with mind	prestige
working with mind	working with mind	working with hands	leadership
physical activity	working with hands	physical activity	physical activity
leadership	physical activity	leadership	working with hands
routine work	routine work	routine work	routine work
supervised work	supervised work	supervised work	supervised work

Paper presented at the American Association For Counseling and Development

March 16, 1989

Thomas Harrington, Ph.D., Professor of Counseling Psychology
Northeastern University Boston, MA

Table 2

Male and Female Grades 7-12 Value Preferences

United States

Males (N=5,128)	Percent Selected	Females (N=4,522)	Percent Selected
good salary	78	good salary	75
job security	53	working with people	50
working with hands	39	job security	46
independence	31	variety-diversion	43
variety-diversion	30	high achievement	36
high achievement	27	independence	29
working with people	24	prestige	26
physical activity	21	creativity	21
creativity	20	working with mind	17
prestige	19	leadership	13
leadership	18	working with hands	11
working with mind	17	physical activity	10
routine work	4	routine work	4
supervised work	4	supervised work	3

Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

Table 3

Male and Female Grade 7-College Freshmen Value Preferences

National Origin Puerto Rico/U.S.

Males (N=241)	Percent Selected	Females (N=330)	Percent Selected
good salary	73	good salary	69
job security	66	job security	66
high achievement	44	work with people	48
prestige	41	high achievement	47
creativity	32	prestige	41
variety-diversion	31	variety-diversion	40
independence	24	creativity	25
work with people	23	independence	19
work with hands	20	work with mind	15
leadership	18	leadership	13
work with mind	14	work with hands	5
physical activity	10	supervised work	3
routine work	3	physical activity	3
supervised work	1	routine work	3

Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

Table 4

Male and Female Grades 8-12 Value Preferences

Canada

Males (N=894)	Percent Selected	Females (N=1,064)	Percent Selected
good salary	79	good salary	67
job security	61	working with people	55
independence	35	job security	53
variety-diversion	34	variety-diversion	49
high achievement	31	high achievement	39
working with hands	27	independence	30
working with people	22	creativity	27
working with mind	21	prestige	21
creativity	21	working with mind	20
physical activity	21	physical activity	13
prestige	21	leadership	12
leadership	18	working with hands	8
routine work	3	routine work	3
supervised work	2	supervised work	2

Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

Table 5

Male and Female Grades 7-12 Value Preferences

Australia

Males (N=847)	Percent Selected	Females (N=879)	Percent Selected
good salary	72	good salary	65
job security	54	variety-diversion	51
high achievement	38	job security	48
variety-diversion	30	work with people	44
creativity	29	creativity	36
independence	26	independence	32
working with mind	23	high achievement	30
prestige	23	working with mind	20
working with people	22	prestige	19
leadership	19	leadership	14
physical activity	18	physical activity	11
working with hands	16	working with hands	7
routine work	2	routine work	2
supervised work	1	supervised work	1

Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

Table 6

Maturational Differences In Value Preferences By Frequency Selected

United States

Grades 7-9 (N=4,004)	Percent Selected	Grades 10-12 (N=5,646)	Percent Selected	College Freshmen (N=2,925)	Percent Selected
good salary	77	good salary	76	good salary	65
job security	47	job security	52	working with people	54
working with people	35	variety-diversion	39	job security	50
variety-diversion	32	working with people	36	variety-diversion	45
independence	29	high achievement	32	high achievement	35
high achievement	29	independence	30	independence	30
working with hands	26	working with hands	27	creativity	27
prestige	23	prestige	22	working with mind	23
creativity	21	creativity	20	prestige	22
physical activity	17	working with mind	17	leadership	20
leadership	17	physical activity	16	physical activity	11
working with mind	17	leadership	15	working with hands	8
routine activity	5	routine activity	3	routine activity	2
supervised work	4	supervised work	3	supervised work	2

Each subject was asked to choose four values. In some cases, subjects made three or fewer choices. As a result, the total number of choices does not add up to the expected total (Total Persons x 4), and the percentage total is thus somewhat less than the expected 400.

Table 7

Maturational Differences Including Employed Workers By Frequency Selected

Australia

Grades 7-9 (N=806)	Percent Selected	Grades 10-12 (N=920)	Percent Selected	College/ University (N=797)	Percent Selected	Employed Workers (N=748)	Percent Selected
good salary	73	good salary	64	good salary	56	high achievement	53
job security	52	job security	46	variety-diversion	53	variety-diversion	49
high achievement	39	variety-diversion	45	high achievement	44	good salary	49
variety-diversion	36	high achievement	41	working with people	42	job security	43
creativity	33	working with people	37	working with mind	40	working with mind	41
working with people	30	creativity	31	independence	38	working with people	36
independence	30	independence	29	creativity	37	independence	32
prestige	23	working with mind	24	job security	33	leadership	31
working with mind	19	prestige	18	prestige	18	creativity	26
physical activity	17	leadership	18	leadership	16	prestige	13
leadership	15	physical activity	12	working with hands	10	working with hands	8
working with hands	15	working with hands	9	physical activity	4	physical activity	8
routine work	3	routine work	1	supervised work	2	routine work	1
supervised work	2	supervised work	1	routine work	1	supervised work	1

Table 8

Concurrent Validation Data

Students Preparing For a Trade	N	Average CDM Code[a]	Subjects Selected[b]	Values Selected[b]	Abilities Selected[b]
Jeweller/Silversmith	24	RAE	shop or crafts art	work with hands creativity variety-diversion independence	social artistic mechanical manual spatial
Employed Adult Sample					
Flight Attendant	28	SAI	English business management social studies	work with people good salary variety-diversion leadership high achievement	social leadership teaching persuasive manual

[a]For comparative purposes, all scales are expressed as Holland codes:

R = Realistic (CDM: Crafts) S = Social (CDM: Social)
I = Investigative (CDM: Scientific) E = Enterprising (CDM: Business)
A = Artistic (CDM: The Arts) C = Conventional (CDM: Clerical)

[b]Listed in order of popularity. As many selections were listed as possible; because of space limitations, however, selections with very low frequencies were omitted.